

The Jesuit University of Southern New England

FAIRFIELD

1981-1982

THE GRADUATE SCHOOL OF CORPORATE & POLITICAL COMMUNICATION



Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the College of Arts and Sciences is accredited by the State Board of Education of Connecticut, which has approved the education program for teacher certification at secondary levels. The chemistry program of the College of Arts and Sciences is approved by The American Chemical Society.

The School of Nursing has been accredited by the National League of Nursing, and approved by the Connecticut Commission for Higher Education and by the Connecticut State Board of Examiners for Nursing.

The University holds memberships in the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of American Colleges, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, New England Business and Economic Association.

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or physical handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

This catalogue pertains only to the Fairfield University Graduate School of Corporate and Political Communication. It will be useful as a source of continuing reference and should be carefully saved.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.

A Program in Communication
Leading to the Degree of
Master of Arts

The Graduate School of Corporate and Political Communication 1981-1982

Center for the Advancement
of Human Communication

Fairfield University
Fairfield, Connecticut 06430
(203) 255-5411

Founder's Page



Father Burke

The Graduate School of Corporate and Political Communication has a short but fascinating history, influenced as it has been by the history of the nation and the world over the past few years. It is appropriate that we pause for a moment to reflect on the passage of our first fifteen years, particularly as we pause to reflect on the passing of the school's Founder and Dean, Fr. Thomas J.M. Burke, S.J.

As with many innovations, the concept for this school evolved into something different during its first few years. The earliest proposals by The Organizing Committee called for the establishment of a *Center for the Study of Propaganda and Public Relations*. One arm of the center was to be a graduate school... "to educate and train highly skilled propagandists, Psychological Operations Officers, and public relations executives for service with the governments and armed forces of the Free World, with private religious institutions, and with business."

This was all at a time, of course, when the propaganda, psychological warfare, and public relations professions were in an expansive mood and often in the news — a time when it was considered not at all unusual to find "Free World" capitalized in the midst of an academic proposal. By the following year, the center opened under the name of *Center for the Advancement of Human Communication*, one arm of which was *The Graduate School of Corporate & Political Communication*.

Fr. Burke, with Mrs. Betty Frank as secretary and factotum, began operating the graduate school in October 1966 with eleven students. Each student took the entire curricular offering of eleven courses. The second year brought twenty-five students and great optimism. A change in the draft law, however, was largely responsible for a drop in the third year back to eleven men and women. Future prospects for continuing the school looked dim indeed at the end of the '68-'69 year, but Fr. Burke persevered against great odds. It took many years of budget battles, but Fr. Burke was fortunate to live long enough to see the end of his private wars and to welcome the arrival of peace to his mind.

The school is not exactly what it started out to be, but it was its Founder who continued to nurture it and mold it wisely within the changing contexts of the times. Gone are the Cold War and Vietnam War mind-sets. The school has for many years now been oriented more toward finding ways to achieve peaceful world development through a clearer understanding of human communication. Students now come from across the nation and around the world, attracted by its creative and practical curriculum.

All these developments have occurred under the aegis of our Founder and dean for fourteen years, Fr. Thomas J.M. Burke, S.J., Ph.D.; may he rest happy in the knowledge of what his mind and heart brought forth on the campus of Fairfield University.

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ON THE COVER: Millie Rose Madrick, M.A., '76. Photographer, Fairfield University.

Photo credits: Issue photographer, Millie Rose Madrick. Cover photographer, Anita M. Oliva.

The University

Fairfield University, founded in 1942, became the 26th institution of *higher* learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus — the Jesuits — on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judaeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to religion, race, color, sex, national or ethnic origin, or physical handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

Located in America's "academic corridor," — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social, and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters, cinemas, and the performing arts; restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, leisured atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

Because the University was founded less than 40 years ago, all of its buildings are modern and well-suited to the needs of its students. Some of the more outstanding buildings are: the Bannow Science Center; the modern Campus Center; the Nyselius Library, and the newly completed Recreational Complex with its 25-meter pool, saunas, whirlpools, various courts, and a jogging track. This spacious campus allows plenty of room for outdoor playing fields, tennis courts, and informal recreational areas.



Daniel Benson (right) M.A. '76. Manager, Public Relations, National CSS, Inc.

The School

The Graduate School of Corporate and Political Communication, founded in 1966, was a response to an emerging concern that had been expressed by communications professionals and by the general public as they looked apprehensively at the impact of modern communications. Its primary objective is to provide a generalist's understanding of the systems, the ethics, the modes, the meanings, and the structures of human communications. Many of its students are self-employed professionals; others are sponsored by corporations, educational institutions, social agencies, hospitals, and governmental agencies; others enter directly from undergraduate colleges from around the country.

In a subject so fundamental as human communication, we are all learners. It is essential that all those involved share their knowledge, their expertise, research, and personal reflections. We must also be open to one another's diverse opinions and viewpoints. If we are to succeed in our quest for understanding, students and faculty alike must participate actively in all classes, seminars, and more informal interactions.

To be successful in this interdisciplinary milieu requires constant effort and alertness to build links between diverse courses, concepts, readings, and experiences.

Degree and Certificate Programs

Master of Arts

The Master of Arts degree is offered by the school through its extensive program of communication studies.

Graduate Certificates In Applied Fields

Two programs leading to a Graduate Certificate in an Applied Field are offered by the school:

- *The Professional Writing Program*
- *The Video Planning, Writing, and Production Program*

(Each certificate program is described within this catalogue and in separate booklets available through the GradComm Office. Work on certificates may begin at any point during the Master of Arts program or after its completion.)



Faculty Office/Classroom Building and new home of The Graduate School of Corporate and Political Communication.

Program Goals

Society fragments its communication activities by diverse labels, technologies, media channels, and professional concerns. We have developed some brilliant specialists and some excellent techniques.

At the same time, basic divisions and conflicts within families, between groups, and among nations remain. And a new generation of problems has been spawned by the constant and transnational wash of media, data technology transfer, and the growth of information capitalism.

To meet the communication hopes of the human family, we must have not only specialists and refined techniques but more communicators who have the breadth which comes from an integrated view of human communications in its myriad particularities.

Goals and Objectives

The Master of Arts program in corporate and political communication aims at a combination of generalist wisdom and professional competence. It is humanistic in orientation; socially focused through its attention to the corporate-institutional and political-governmental forces which mold human ecologies; and concerned with the intellectual, moral, and aesthetic development of the communicator and the media.

Graduates should have a sound understanding of communication theory and practice; and should be able to design, apply, and evaluate communication strategies in particular contexts.

Within the bounds of individual personalities and skills, graduates are able to enter a wide variety of professional positions. They are trained as broad communicators with a great potential for growth in chosen work-contexts.

The curriculum also provides the grounding necessary to pursue related doctoral studies.



Janine Lichacz, M.A. '76. Supervisor, Public Relations, Pitney Bowes, Inc.

Requirements for Master's Degree

Curriculum Track Options

(Track Option to be selected prior to completion of 24 credits)

Curriculum Track A

(Master of Arts)

1. Thirty-three (33) credits of course work with at least a B average and
2. Completion of an approved thesis or final project. (Guidelines for thesis/projects available from GradComm Office.)
3. All work must be completed within nine (9) trimesters after beginning course work.

Curriculum Track B

(Master of Arts)

1. Thirty-three (33) credits of course work with at least a B average and
2. Submission and approval by the dean of a *Professional Development Plan* for nine (9) additional credits in courses selected from the M.A. curriculum and approved by the dean as consonant with the Plan.
3. All work must be completed within ten (10) trimesters after beginning course work.

Curriculum Track C

(Master of Arts plus Graduate Certificate)

1. Thirty-three (33) credits of course work with at least a B average.
2. Twelve (12) additional credits with at least a B average in courses selected from the listed Certificate curricula.
3. Completion of an approved thesis/project in the student's certificate specialty.
4. All requirements must be completed within twelve (12) trimesters after beginning course work.

The Option to Specialize

Students have the option to "Specialize" by taking a set of four courses (12 credits) in ONE of the following: *Corporate Communication*; *Political Communication*; *Communication Media*; or *International and Intercultural Communication*.

The student may elect not to specialize but to design a four-course configuration to satisfy his or her own unique requirements.

The curricular requirements for seven *Common Base Courses* and four *Specialized Courses* are described later in this catalogue.

Application to Graduate

It is the obligation of each student to complete the *Application To Graduate* at least 30 days prior to registration day for his or her final trimester. This enables the dean to report to the prospective graduate whether all academic requirements have been met and allows enough time for a student to register to complete any possibly overlooked requirement during that final trimester.

Interim Letters

If a student completes all requirements for Track A, B, or C at any point in the year other than the "normal" time to graduate in May, he or she may request that an *Interim Letter* be issued. This letter will state that all requirements for the Master of Arts degree have been met and that the diploma will be presented at graduation exercises the following May.

This letter, issued by GradComm, should satisfy most needs for employment solicitations, salary increase requirements, applications for entrance to other advanced degree programs, or other purposes requiring "proof of graduation." Interim Letters will not be issued until all academic and financial obligations to the university have been met satisfactorily.

Master's (Thesis) Project

(Curriculum Tracks A & C)

In addition to completion of the courses which constitute a unified plan of study in communication, the student's fitness for the degree is further tested by a Master's (thesis) Project.

A student may present a proposal (plan) for the Master's Project at any point after entering the school. A student *must* begin discussions about possible topics with a faculty person(s) upon completion of twenty-four (24) credits.

Experience has shown that candidates who complete their course work and leave the campus without first having their Master's Project Proposal approved by the Master's Project Proposal Review Board tend never to complete their projects and receive degrees. The prudent student completes the essential step of having the proposal approved and a committee assigned before completing all course work. The candidate is then free to complete the project anywhere in the world.

If a candidate completes all course work before completing the Master's Project, the candidate must maintain his or her Candidate Status by paying a Continuing Registration Fee (\$15.00) at the beginning of each trimester until the Master's Project is successfully completed.

The range of subject matter for these projects is as broad as the spectrum of human communication. Although the faculty must first approve a carefully planned Master's Project Proposal, they are willing to consider any reasonable subject and method of presentation. If well handled, almost any medium of human communication would be acceptable, for the faculty is as interested in how effectively the candidate communicates the message as in the content of the particular message.

The Master's Project Proposal

(Curriculum Tracks A & C)

There is a series of steps in the preparation and submission of the Proposal.

1. Informal thinking sessions with one or more faculty persons during which various ideas for a project are considered and one finally agreed upon.
2. The submission to a faculty person of a clearly written statement of the project's goal and objective(s).
3. An approval of the statement of goal and objectives by the faculty person.
4. Preparation of the complete Proposal and submission of six (6) copies to the Master's Project Proposal Review Board through the school's dean.
5. Submission by the candidate of the six copies of the proposal along with the Master's Project Fee (\$150.00).
6. Approval, disapproval, or request for revisions by the Board through a form mailed to the student.

A special booklet, "Guidelines for the Master's Proposal and Project," is available from the GradComm office. It is essential that this be studied and followed.

The Professional (or Personal) Development Program Proposal

(Track B)

The alternate method for completing the Master of Arts program in communication, Track B, requires the completion of a carefully considered and approved plan for further professional or personal development.

The Track B program is composed of the following three elements:

- I. *The Professional (or Personal) Development Plan.*
- II. *A Summary Sheet*

Graduate Certificate courses within *Professional Writing* or *Video Planning, Writing, and Production* programs may be taken as one, two, or three of the courses required as part of the Professional Development Plan (Track B), provided the student qualifies and space is available.

Master's Projects (May, 1981)

Badar A.W. Al-Rifae

The Concept of Arab Petroleum Information: A Study of the Informative Role and Function of OAPEC

Sheik M. Anwar

An Examination of the Role of Television in the Political Context: Before and After the Civil Strife of East Pakistan, 1971

Yupa Chaichanaphanich

America as Seen by Thailand

Leisha W. Douglas

American Poetry of the 1960's and '70's: Message or Artifact?

Maureen A. Drew

Rationale for Establishment of an In-House Video Communications Network

David A. Edwards

Some Communication Patterns Among a Sample of Married and Divorced Women

Yvor Fernandez

A Communication Plan for a Non-Profit Organization

Jeffrey H. Hacker

Ending (a short story collection)

Silvana Silva Leahy

Projecto Rondon and Development: Description and Evaluation of Accomplishments

John W. Liszy

A Rhetorical Analysis of Richard Nixon's Watergate Speeches

Charles Lynah

A Study of Mobil Corporation's Public Relations Campaign for the American Free Enterprise System

Steven V. Marcus

Connectertainment: A Radio Interview Series, Highlighting Cultural Entertainment in Connecticut

Vaughn A. Meglan

A Budget System for Public School Districts

Susan M. North

Problems of Identity and Communication in the United Church of Christ

Agbolade O. Ogungbe

Role of Mass Media in Nigerian Society

Cheryl E. Pawlowski

Advertising in the Cosmetic Industry: The Selling of an Image

Philip L. Pitya

Study of the Role of Mass Communication in the Development of Southern Sudan

Douglas Pruden

The Radio Hybrid: Telephone Talk

Donald J. Ross, Jr.

The Eagle and the Light (a novella)

Paul L. Sessions

Neighborhood Corporation Communication Vehicle

Gertrude F. Stark

Communicative Role of the Elementary School Teacher: Some Performing and Conceptualizing Aspects.



Introduction to Curriculum and Credit Distribution Requirements

The faculty has designed a new approach to the curriculum that faces realistically the twin needs of today's graduates. They need both a substantial theoretical background in communication and a series of practical courses that will be seen by potential employers as completely relevant to the practicing profession.

Although there are slight modifications of our previous curriculum into what are now to be called *Common Base Courses*, the significant change is the addition of *Specialized Course Selections*. (The distribution of credits within the *Common Base Courses* and the *Specialized Courses* is graphically shown after this introductory explanation.)

There are four specialties, or areas of concentration, within one of which a student must take four courses if he or she is to claim subsequently to have "specialized." Those students who would prefer to be generalists in communication may design their four-course set into a configuration they see as essential for their unique personal or professional goal(s), selecting from any courses in the curriculum.

Students pursuing the *Professional Development Program* (Track B) may specialize to an even greater depth by taking Track B's required three courses also from the course selection list associated with their specialty, thereby accumulating seven courses in a specialty. Track B students may elect, however, to design those three courses into some other configuration that would be, in effect, a sub-specialty. For example, a student specializing in *International and Intercultural Communication*, who might be planning to work within the communication division of a development agency, could design such a sub-specialty in *Communication Media*.

As another example, a student interested in a career with an international firm or organization might specialize in *Corporate Communication* and sub-specialize in *International and Intercultural Communication*—or, depending upon his or her concerns, reverse those two.

Sub-specialties are not "official" or formal in the sense that the Specialties are, but can be very useful in professional resumes and portfolios to demonstrate the student's depth of interest and level of knowledge. Entrance into a course listed under an area of specialization by a "sub-specialist" is with the approval of the professor.

A student following a curriculum Track with a *thesis/project* requirement may wish to undertake a project directly relevant to the specialty chosen, thus adding further depth or broader scope to his or her professional portfolio.

The thesis/project may be produced in any medium(a) of human communication, and on any topic approved through a formal proposal to the Masters Project Proposal Review Board. (Guidelines for the proposal and projects are available through the GradComm office.)

N.B. — CONTINUING STUDENTS

If continuing students find that they have already qualified as "specialists" in one of the four areas, or can see how they could qualify by future course selections, they may wish to be listed as having specialized. The students need only write to the dean listing the four-course set and requesting that their transcripts reflect the specialization chosen.

Note that thesis/project requirements have not changed.

Curriculum and Credit

Applies to Students Beginning after August 1981

(Continuing Students see section entitled Introduction to Curriculum and Credit Distribution Requirements, page 11.)

SEVEN COMMON BASE COURSES

Human Communication (201)	Required
Communication Systems and Theories (202)	Required
Human Attitudes (207)	Select Two
Public Opinion (206)	
Ethical Considerations (208)	
Communication and Culture (211)	
The Media (215)	
Persuasion (213)	
Models and Measurement (263)	Select One
Communication Research Methods (264)	
Attitude and Public Opinion Lab (265)	
Professional Communication Skills (200)	Select One
Writers Workshop (295)	
Effective Writing (297)	
Components of Communication (225)	Select One
Film Making (291)	
Video Production (292)	
Photography (293)	

Supplementary Courses: Students may choose courses offered in the *Professional Writing* and *Video Planning, Writing and Production* programs. (Subject to dean's approval)

Transfer Credits: With prior approval by the dean, up to six credits may be transferred from the Fairfield University Graduate School of Education and Allied Professions or from other graduate schools. The dean of the Graduate School of Corporate and Political Communication must determine that these transferred credits are from courses closely related to this communication curriculum or that they fill a particular need for the individual's plan of studies.

N.B. Total number of courses required by each track: Track A (11)
Track B (14)
Track C (15)

Distribution Requirements

Selection Lists for Areas of Specialization

Corporate Communication

Attitudes (Development & Change) (207)
Advertising (Trends and Practices) (307)
Communication Dimensions of Human Ecologies (279)
Communication Technologies (298)
Contemporary Dialogues (210)
Creativity & Problem Solving (203)
Ethical Considerations in Communication (208)
Interpersonal Communication (277)
Managerial Roles & Organization Behaviors (302)
Marketing Communication (309)
Negotiations (Corp. & Polit.) (280)
Organization/Corporate Communication (303)
Organization & Management Theory (301)
Persuasion & Systematic Communication (213)
Public Opinion (206)
Public Relations (306)

Political Communication

Attitudes (Development & Change) (207)
Bureaucratic & Political Dynamics (220)
Communication Dimensions of Human Ecologies (279)
Communication Strategies in the Political Process (216)
Contemporary Dialogues (210)
Ethical Considerations in Communication (208)
Interpersonal Communication (277)
Negotiations (Corp. & Polit.) (280)
Persuasion & Systematic Communication (213)
Political-Governmental Communication (218)
Public Opinion (206)
Public Relations (306)

Communication Media

American & Foreign Press (273)
Black & White Photography (293)
Communication Arts & the Cultural Profile (278)
Creativity & Problem Solving (203)
Cross-Media Analysis (253)
Ethical Considerations in Communication (208)
Film Making (291)
Public Opinion (206)
Signs, Symbols, Images (214)
The Media (215)
The Persuasive Film (261)
Video Production Techniques (292)

International and Intercultural Communication

American & Foreign Press (273)
Communication & Culture (211)
Communication Patterns in a Global Society (299)
Intercultural Communication (282)
International Communication (286)
International Political Communication & Propaganda (272)

Course Descriptions

(200) Professional Communication Skills (Kealey)

The primary purpose of this course is to raise to professional levels the student's skills of writing, speech preparation, and the effective public presentation of ideas — skills useful in other courses and in work situations. There are workshops for practice, video playback diagnostic sessions for self-criticism, and faculty counseling on special problems.

(201) Human Communication (Dean and Faculty)

A broad investigation of human communication in its individual and societal dimensions. The human measure of communication examined from the perspectives of: biology, epistemology, language, symbols, creativity, drama, novels, religion, media, and politics. Projects and research concern forms of communications which are proportioned or disproportioned to human advancement.

(202) Communications Systems and Theories (Keenan)

A systematic overview of human communications from a personalogical viewpoint. Attention to intra-personal, inter-personal, man-technologies, and man-system communications ranging in scale from the person-to-person through mass-to-mass. Includes a review of communication arts, science, and technologies. Theoretical approaches covered include the mathematical, cybernetic, social-psychological, psychobiological, anthropological, semantic, transactional, syntactic, and pragmatic. An eclectic heuristic is proposed for approaching and solving problems in human communication.

(203) Creativity and Problem Solving (Cheney)

Course's goal is to make one a more effective communicator through the more effective exercise of the inherent capacity to create. Course develops an attitude of self-confidence in one's ability to be deliberately creative. Creative guests interviewed by class to develop a "creative personality profile." Creative problem solving techniques, e.g., Synectics, Lateral Thinking, Soft Logic, as practiced by government and industry are discussed and then applied to problems during several class sessions. A major project required.

(206) Public Opinion (Nedela)

An inquiry into the nature, formation, and role of public opinion in modern society. Examination of past and present theories, analysis of factors influencing public opinion, particularly the effects of mass media of communication. Explanation of procedures and techniques used in opinion polls.



Jeffrey Hacker, M.A. '81. Editor, Grolier, Inc.

(207) Human Attitudes — Development and Change
(Keenan)

An in-depth inquiry into the nature and dynamics of human attitudes and their bases in human communications. This seminar involves the modeling of human performance and communication and the understanding of the psychological and physiological aspects of human attitudes as well as the modern theories of human attitudes: dissonance, instrumentality, balance, persuasion, functionality, social-judgment. Includes also a review of the major approaches to measuring human attitudes: physiological, paper-and-pencil, kinesic, proxemic, interviews, and surveys. Student projects in the content, language, structure, style, and immediacy dimensions of the influential act and communication.

(208) Ethical Considerations in Communications
(Crane)

An examination of the conflicting interests which affect mass communication, and of the useful as well as damaging impact of various modes of communication on individuals and groups in society.

Cases involve the individual's need and right to know, right of privacy and public good, freedom of the press and requirements for fair trial, right to manage and public disclosure, personal autonomy and mass persuasion.

Against a background of classical and modern ethical systems, students will investigate current ethical issues particularly as they are affected by communications.

The course will be conducted on a lecture/seminar basis and will include group presentations.

(210) Contemporary Dialogues
(Nedela)

Individuals, groups and institutions constantly react to a barrage of communications through which ideologies, ideas, true and false images, information and misinformation about society and the world compete to affect perceptions and behavior.

Through lectures, discussions, film showings, reading of novels, and looking at works of art the course will review some key problems involved in the contemporary government-public, business-public, business-government, East-West and North-South dialogues. Manipulative communication will be one of those problems.

(211) Communication and Culture
(Nedela)

The course deals with concepts of culture, cultural change, and the role of values, perceptions, thought patterns and language in communication. Also reviewed is the function of mass media as conveyors of cultural patterns, and the effects of cultural differences on tensions and conflicts within our society and the world as a whole.

(213) Persuasion and Systematic Communication
(Crane)

An intensive inquiry, by means of lecture/seminar, into the nature of human persuasion. Following a review of traditional and contemporary thought on persuasion, case studies will be selected by students to serve as real context for the principles adduced.

(214) Signs, Symbols, and Images
(Van Duyn)

An investigation into signification in human communications. The analysis and appraisal of signs, symbols, and images generated in audio, visual, and lingual environments.

(215) The Media
(Crane)

Survey and analysis of the origins, development, and interrelation of mass media from Gutenberg to McLuhan and beyond. Theoretical emphasis will be upon the man/machine interface. Analysis will be focused upon contemporary media output.

**(216) Communication Strategies
in the Political Process**
(Schmotzer)

This course is concerned with the communication processes generated by the American political system at home and abroad in the context of modernity, of the ongoing extraordinary rapid flux of change. Within this framework of a dynamic as opposed to a static social environment, the course focuses on the central political development of our society, the "egalitarian, democratic ferment," and the consequent heightened tensions between freedom and order, radical individualism ("do your own thing") and a sense of national purpose, personal aggressiveness and a coming to terms with authority. Specific topics include the powerful political communications occasioned by the rebirth of value and idealistic thought in American society: the human rights issue, the civil rights and women's liberation movements, the conservation-environmentalist dimension, the populist politics of consumer's protection. Special attention will be given to the political processes and media strategies expressive of these conditions: single-interest group pressures, new kinds of lobbying, and the increasingly problematic role of the political parties.

(218) Political-Governmental Communication
(Lehman)

The interior workings of the complex political-governmental-citizen communication processes are examined, analyzed, and re-synthesized, utilizing actual cases derived from local, state, national, and international experience. Theories of communication are compared and contrasted with the actualities of political campaigns and the plus-minus relationships between political-governmental persons and their "publics." Subjects covered include the nature of political power and the means used in acquiring it; strategies and tactics of persuasion in the political-governmental context; political pressure, influence, lobbying, corruption; methods of determining citizen attitudes in various societal groupings; dealing with political conflict; "inside" the campaign organization, and running for public office.

(220) Bureaucratic and Political Dynamics
(Schmotzer)

This course deals with the explosive growth of the "public sector" and the consequent politicization of human communications in modern societies. It considers the developments by which public life comes to overwhelm private life, and the mounting preoccupation with power and manipulation. Specific topics include the rise of "administrative government," the positive and negative images of bureaucracy, and the increasing impact of bureaucratic communication on all human interactions. Interest groups, the art of lobbying, and the political effects of computer technology will also be considered. Throughout, the course will center upon the study of the political principle, "the search for advantage," as it tends to dominate all human communication.

**(225) Components of Communication: The
Lingual Component**
(Flagg)

Language as a multi-purpose tool; interactions of verbal and non-verbal reality; facts/inferences/judgments; the epistemology of knowledge; structural differential diagram; semantic differential.

**(225) Components of Communication: The
Audio Component**
(Frederick)

Probing the elements and purposes of sound; analyzing the physical, philosophical, physiological, and psychological factors present and affecting any audio situation; the use of music and other sound as calculated psychological tools to motivate; audio analysis of films and television commercials; observation of well-known musicians cutting a record in major recording studio.

(229) Independent Studies
(Faculty)

Such independent studies may concern: areas in which no formal course is offered; in-depth study of some aspect of a course previously taken; construction of a relevant communication artifact; or an experimental, case, or survey research project. The fee for these studies is the same as the tuition rate for regular courses. (Application forms available in office.)

(253) Cross-Media Analysis
(Crane)

An examination of the persuasive extensions of man from free verse to pay TV. Through comparative analysis, the dominant persuasive characteristics of each medium will be ascertained. By observing the metamorphosis of the same message in different media, the class should develop analytical skill as well as an understanding of how material is prepared for various media.

(261) The Persuasive Film
(Harding)

This course is designed to develop in participants an historical perspective and increasing sophistication in the ability to analyze and interpret the message of persuasive films. The class will view and discuss films relative to ideological, persuasive, and/or propagandistic content dealing with the following and additional subject areas: war, peace, affluence, poverty, ecology, developing countries, urban problems, population, education, and government.

(263) Models and Measurement
(Keenan)

An introduction to the needs, opportunities, and methods for measuring phenomena in and about human communications. Reflects on basic and applied inquiry in the areas of public relations, advertising, mass media, persuasion, interpersonal, intercultural, and information systems. Includes the systematic overview of the objectives, design and process of inquiry, variables and measures in communications, measuring instruments, problems of sampling and the statistical analysis of data.

(264) Communication Research Methods
(Min)

A practicum in problem formulation and various research methods for empirical study. Familiarity with essential aspects for research is developed through class exercises. Research modes drawn from proven field techniques are integrated into a simple classification for various communication practices. The use of statistical tools including computer is introduced strictly in terms of lay persons.

(265) Attitude and Public Opinion Laboratory
(Keenan/Nedela)

A practicum in the measurement of human attitudes and public opinion with an emphasis upon faculty-student surveys and other measurement practices and techniques. Assumes interest and familiarity with concepts in the communication of attitudes and opinion but does not require expertise or prior coursework in survey or other measurement techniques.

(272) International Political Communication and Propaganda
(Pentcheff) (not offered in '81-'82)

Examination of the development of propaganda and persuasion from Plato to Lenin, from Machiavelli to Hitler and Churchill. The Helsinki Agreement proclaimed the need for exchange of people, ideas, and information in the name of peace. Today the world is a veritable Tower of Babel with dissemination across the ether of unprecedented waves of information, misinformation attacks, innuendoes — in hundreds of languages. Newspapers, books, art groups, movies, TV programs and travellers cross borders and play their part in international communication.

(273) The American and Foreign Press
(Pentcheff)

Comparative study of the history, structure, control and content of the mass media in the United States and abroad. Among the issues discussed: how does the American press inform the public on domestic and foreign affairs; sharp clashes between press and government in the U.S. and total conformity in many countries; is the American press moving from the position of the Fourth Estate to the center of policy making; freedom and responsibility of the press. Students monitor the media and present critical reports for discussion in class.

(277) Interpersonal Communication
(Keenan)

A skills-oriented seminar developing the axioms, dynamics, and uses for interpersonal communication in various settings: family, small group, organizational, and therapeutic. Organized around three themes: the communication dimensions of the interpersonal act (contents, languages, styles, etc.); communicating through the life span (life-stage approaches); and strategies for changing interpersonal communications (e.g., leadership, psychodrama, personal growth, grid approaches). Seminar format requires student to develop specific, action-oriented awareness, approaches, and skills illustrating interpersonal communication competencies.

(278) Communication Arts and the Cultural Profile
(Kerensky)

Examination of various aspects of contemporary communications arts (plays, novels, movies, humor, music, dance, television, museums, etc.) as they develop/articulate a cultural profile for the individual and society. Emphasis is on widely disseminated forms perceived as entertainment. Trends in various fields and their effects on human sensibilities, choices, goals, and the imaging of reality form the subjects of individual or small group explorations. Professionals from the various arts join the sessions.

(279) Communication Dimensions of Human Ecologies
(Keenan)

Advanced seminar exploring the interdependence of human information and behavior and the physical, metaphysical, and psycho-physical environments of man. Extension of thinking from the biosphere to the noosphere including the examination of space and time environments, organizational environments, eco-systems, and ekistics.

(280) Negotiations: Corporate and Political
(Schmotzer)

This course will deal not only with the theoretical principles involved in this complex form of human interaction but also with the practical aspects of bargaining in terms of procedures learned from labor negotiations, diplomatic relations, and police experience with hostage-dominated confrontations.

(282) Intercultural Communication
(Nedela)

Problems of communication between people of different cultural or subcultural backgrounds. Emphasis will be on ways and skills enabling proper transfer of meaning in situations where differences in perception, thinking, and language can become major causes of misunderstanding. Participants will present case studies based on their practical communication experience.

(286) International Communication
(Nedela)

How do nations, governments, and organizations perceive each other, and how do they communicate with each other? The course deals with modes of international communication and types of messages and symbolic gestures exchanged through personal encounters, conferences, organizations — both governmental and non-governmental — and through mass media systems. A special seminar session will be devoted to a simulation of international conference negotiation.

(291) Film Making
(Harding)

This course deals with the fundamentals of film making by making films. The practice of viewing films in process attunes the film maker to a variety of problems and situations such as locating the most effective shots, exploring the pace of editings and arrangement of sequences, matching light and color, producing appropriate sound tracks. This course asks, "What am I trying to say?" The emphasis is upon the answer to that question — not upon the camera's operation.

(292) Video Production Techniques
(Abel)

A beginning course designed to help develop practical and effective communication skills using non-broadcast, portable video equipment. Participants learn by doing. Although emphasis is on using creative professional techniques to improve low budget program quality, these same techniques apply equally to all video tape recording situations. This course is prerequisite to Graduate Certificate program in Video. (Offered in both trimester I and III)

(293) Black and White Photography
(Harding)

This is a course on using the still camera creatively for effective communication. The emphasis is always upon, "What are you trying to express with this print?" A study in the techniques and the art of exposing black and white negatives, it also includes the art of printing in the darkroom, mounting and exhibiting prints. An exploration of the art of seeing. Both the beginner and the more advanced student will find the course beneficial.

(295) Writers Workshop
(Cheney)

A course in literary pragmatism dedicated to the search for that which is clear, vivid, moving. A course in appreciating and creating the best of all possible words for a particular purpose. Organized as a guild, the class will divide into small groups of editors reviewing the original writings of each member. This transient guild intends to develop in its members a compulsion to revise his or her own death sentence, should it be found wanting.

(297) Effective Writing
(Tarshis)

Review of principles and exercises in expressive skills. Emphasis on formulating a message of a particular form for a specific audience in such a manner that it will be coherent, lucid, and persuasive.

(298) Communication Technologies
(Ellis)

High technology and its effects on human communication. A discussion in lay terms of hardware and software in the more significant technologies: satellites, cable, fibre optics, videocassettes, videodiscs, computers, and integrated systems.

(299) Communication Patterns in a Global Society
(McFarland/Noronha)

Different countries adopt different patterns for their communication industries. These patterns reflect in part the reaction of internal forces to global pressures. The course will examine these different patterns and the internal and external forces that mold them. Considered will be: political, historical, economic, cultural, traditional, religious, and developmental needs and drives which shape communication policy, media, and practice.

(301) Organization and Management Theory
(Gerbereux)

An examination of current organization theory and practice; the appropriateness of different forms of organization structure for different strategies, industries, and other organizations; the types of management required to implement different forms of organization; and the communication requirements made necessary by particular combinations of strategy and structure.

(302) Managerial Roles and Organization Behaviors
(Hopkins)

The course will examine the joint effects of the manager's personality and the brief, fragmented nature of managerial work upon the development of managers' behaviors. It will also address the implications for communication work of managers' increased reliance upon informal networks, verbal influence, and leadership skills.

(303) Organization/Corporate Communication
(Keenan)

A seminar covering broad aspects and the state-of-the-art in organizational communication across varied settings. Includes reviews of: operating definitions and concepts of communication within and external to organizations; organizational philosophies and guidelines for relating communication to goals; internal and external systems for managing communications; staffing and management patterns; relationships among organizational functions for communicating internally and externally; research issues, needs and current developments. Students develop and conduct two or three seminars jointly with participants from various kinds of organizations.

(306) Public Relations (Trends and Practices)
(Cahalan)

Examination of current trends in corporate and political relations with constituents, employees, communities, shareholders, customers, and other groups which affect institutions. Course includes case studies, lectures, and student participation. Emphasis is placed on why P.R. programs often *fail* and what can be done to improve them.

(307) Advertising (Trends and Practices)
(Farrell)

A comprehensive review of: marketing, communications planning; advertising's creativity and its execution; market research; and ethical considerations in advertising. Students acquire practical experience by evaluating current print advertising and television production practices.

(309) Marketing Communication

The course examines the art and science of marketing communication in business and non-profit organizations. It will study the development of communication strategies in relation to organization goals. Includes audience and message considerations, planning, research, and evaluation. Explores the distinguishing features of marketing as opposed to other kinds of communication, as well as the role of behavioral science in the development of communication strategy.

Faculty

Ray Abel, Adjunct Professor

B.A., M.A., State University of Iowa. Freelance Television Producer-Director-Consultant; Lecturer in Video Certificate Program. Previously: Instructor, Michigan State College and City College of New York; Staff Producer-Director, ABC-TV; Freelance Commercial Producer-Director, NBC-TV; Staff Producer-Director, CBS-TV; Executive Producer, Videorecord Corporation of America.

Ruth Gonchar Brennan, Adjunct Professor

A.B., M.A., Ph.D., Temple University. Presently Vice-President for Academic Affairs and Planning, Katharine Gibbs School. Member of the Interpublic Group Strategy Workshop. Previously: Communications Director of Campaign Publicity Corporation and Assistant Professor of Communications, Hunter College.

Joseph Cahalan, Adjunct Professor

B.A., Fordham; Ph.D., New York University. Management Communications Manager, Xerox Corporation. Previously: Public Relations staff, Port Authority of New York and New Jersey; Deputy Chief of Public Information, U.S. Army, Vietnam; Manager of Public Relations, Xerox Education Group.

Theodore A. Cheney, Acting Dean

B.A. and M.A., Boston University; M.A., Fairfield University. Previously: Research Associate and Assistant Professor, Cornell University; President, Geotechnics and Resources, Inc.; Senior Scientist, Dunlap and Associates, Inc.; Consultant on creativity and problem solving; writer and author. Member: The Authors Guild and The Authors League of America.

George W. Crane, Assistant Professor

B.A., Catholic University; M.A., Fairfield University. Consultant on Advertising and Executive Education. Previously: Creative Group Head, J. Walter Thompson Co.; Vice President and Creative Director, Fred Wittner Advertising.

Lynn W. Ellis, *Adjunct Professor*

B.E.E., Cornell University; M.S., Stevens Institute of Technology; Doctorate in Management, Pace University. Vice President of Engineering, Instrument Systems Company. Previously: Chief Scientist, ITT; Fellow, Institute of Electrical and Electronic Engineers; Fellow, American Association for the Advancement of Science; Chairman of the Telecommunications Equipment Advisory Committee to the U.S. Department of Commerce (1973-1975).

Stanley Englehardt, *Adjunct Professor*

Free-lance writer and lecturer in the Professional Writing Program. Has been a full-time free-lance writer for 25 years, by-lining or ghosting about 1,700 articles, eleven non-fiction books, including: *Strategic Defenses*; *Caveat Cannabis*; *Kids and Alcohol: The Deadliest Drug*; four major network television documentaries, including: *The Mighty Atom* (winner of the A.E.C. award) for CBS and *World of Numbers* for NBC; several hundred speeches for corporate officers, and scores of brochures and pamphlets for various organizations.

Ted Eselgroth, *Adjunct Professor*

Writer/Producer (Manager) at the video studios of the General Telephone & Electronics (GTE) Headquarters, has worked during the past twelve years on all sides of video. Previously: technical specialist, manager of a creative staff, account executive, and president of Industrial Motivation Productions, Inc.

Hugh Farrell, *Adjunct Professor*

A.B., Xavier University. President and Chief Executive Officer, Hammond Farrell, Inc., Chairman of the Board, In-Person Communications, Inc. Previously: Vice President, Fred Wittner Advertising Agency; Client Services Manager, Marsteller, Inc.; Corporate Advertising Manager, Babcock & Wilcox.

Allen Flagg, *Adjunct Professor*

B.A., New York University. Executive Director, New York Society for General Semantics; Secretary, General Semantics Foundation; Trustee, Institute of General Semantics; Author and lecturer on general semantics and communication.

Guy Fraumeni, *Adjunct Professor*

Independent producer of films and videotapes for network television. Lecturer in Video Planning, Writing, and Production program. Education: Art Students League; Hans Hoffman School; Escuela de Pintura y Escultura (Mexico City); Accademia Nazionale di Roma; Academie de la Grande Chaumiere (Paris). Previously: filming at Cine Citta Studios (Rome); Film/TV Director, NBC; Two New York Art Directors Club Gold Medals; Book Design and A.I.G.A. Awards; Berlin TV Festival Grand Prize for documentary, *This Is Marshall McLuhan*.

Jay Frederick, *Adjunct Professor*

Musicologist and Composer; Consultant on sound; Screen writer; Voice coach for an Academy Award winner ('76); White House Consultant for an analysis of the audio component in the 1976 televised debates by the two presidential candidates.

Jerome W. Gerbereux, *Adjunct Professor*

B.S., Wharton School, University of Pennsylvania. Consultant-Management Manpower, Executive Manpower Staff, General Electric Headquarters. Previously: a number of executive positions concerned with organization and manpower within General Electric Company.

Bruce E. Harding, *Senior Lecturer*

B.S., M.S., Boston University. Senior Producer-Director, Cornell University Educational Television Center. Previously: Research Scientific Photography, Massachusetts Institute of Technology; Assistant Director, Division of Audio-Visual Education, Graduate School of Business Administration, Harvard University; Consultant in Communication, the Government of India, The Ford Foundation — India; Associate Director of Film Operations, Broadcasting and Film Commission, National Council of Churches.

Phyllis Hopkins, Adjunct Professor

B.A., Trinity University; M.A., California State University at San Diego; Ph.D., Wayne State University. Manager, Manager Development, Richardson-Merrell, Inc. Previously: Consultant, Corporate Consulting Service, General Electric Headquarters; Research Associate, Psychological Resources, Inc.; Instructor, Management Training Seminar. Burroughs Corporation; Associate Psychologist, Psychological Services, Dallas Independent School District; Adjunct Assistant Professor, University of New Haven.

Kevin M. Kealey, Adjunct Professor

B.A., Fairfield University; M.A., University of Vermont. Corporate Training Manager Arnold/Oroweat. Previously: Assistant News Director, WLAD Radio; Projects Manager of Multi-media Productions, Communication Skills Corporation; Media Specialist, Hilti Systems.

Gerald Kean, Adjunct Professor

Lecturer in Professional Writing Program. Has written, produced, and directed productions on ABC, CBS, NBC, and BBC. Received four Emmy Awards, 14 Peabody awards and 11 Ohio State Awards.

James J. Keenan, Professor

A.B., Manhattan College; M.A., Fordham University; Ph.D., Columbia University. Previously: Research Director, Office of Naval Research Training Studies; Research Program Director, Institute for Research in Human Relations; Managing Scientist, Dunlap and Associates, Inc.; private practice and consultancies in the design, development and evaluation of systems, programs, products, and personnel.

Oleg Kerensky, Adjunct Professor

Scholar, Christ Church College; M.A., Oxford University. Freelance writer and critic: *New York Times*; *New York Magazine*. New York correspondent for *The Stage* (English). Managing Editor, *American Stage Magazine*. Contributor: *London Times*, *Jewish Chronicle*, *Now Magazine*. Freelance ballet, film and theatre critic: *International Herald Tribune*, *Daily Mail*, *New Statesman*, *The Times*, *Manchester Guardian*, *Financial Time*. Previously: news copy editor, diplomatic correspondent; broadcaster B.B.C., London. Author of: *The New British Drama*, *Anna Pavlova*, *The World of Ballet*. Honors: British Critics Circle Award; President, British Critics Circle.

Woody Klein, Adjunct Professor

B.A., Dartmouth College; M.S., Columbia University Graduate School of Journalism. Manager, Communications and Community Relations, IBM. Lecturer in the Professional Writing Program. Previously: Reporter and Columnist, *The Washington Post*, *The New York World-Telegram and Sun*; Correspondent, WCBS-TV; Press Secretary, New York Mayor John V. Lindsay; Managing Editor, *Think Magazine*, IBM; writer and author; Adjunct Professor of Journalism, New York University, University of Bridgeport; Member: Sigma Delta Chi Professional Journalistic Society.

Edward Langley, Adjunct Professor

Lecturer in Professional Writing Program; consultant under contract to General Electric innovating corporate image programs, writing stories, and producing materials for film and television; also a free-lance writer of feature stories for New York papers and magazines. Worked for the General Electric Company as a professional writer in various divisions from 1951 to 1974.

Maxwell Lehman, Visiting Professor

B.A., Rutgers University; M.P.A., New York University, advanced studies in anthropology and political science, Harvard University; Chief Assistant Deputy Mayor for Policy, City of New York; Director, Public Administration Center, Long Island University; formerly City Administrator, City of New York.

F.X. McFarland, S.J., *Visiting Professor and Research Associate*

A.B., Georgetown University; M.S., Fordham University. Professor of Communication, Nirmala Niketan, Bombay, India; Director Communication Coordination Centre, Catholic Bishops Conference of India. Previously; Founder and Director, Institute of Communication Arts, St. Xavier's College, Bombay, India.

Je H. Min, *Adjunct Professor*

Ph.D., University of Wisconsin; National Manager of Technical Applications, Donnelley Marketing (Reuben H. Donnelley, Inc.). Formerly: Media Planner with Young and Rubicam; Media Systems Supervisor with Foote, Cone & Belding Advertising; Adjunct Professor on Research Methodology, Queens College, New York.

Jiri Nedela, *Assistant Professor*

Baccalaureate, Modern Language Gymnasium, Prague, Czechoslovakia; Ph.D., Charles University, Prague. Previously: Editor, Prague Radio Foreign Broadcasts; translator of Erich Fromm's *Marx's Concept of Man*; Information Officer, United Nations Secretariat, New York; Deputy Chief, U.N. Center for Economic and Social Information.

Shonan F.R. Noronha, *Adjunct Professor*

Ed.D., M.Ed., M.A., Teachers College, Columbia University; B.A., Bombay University; Graduate studies in Communication U.S.A., Ireland, India. Video Editorial Consultant, *Photomethods*, Ziff-Davis Publishing Company. Previously: Editor, EPIE Equipment Reports, EPIE Institute. Research/reporter, MacNeil Leherer Report, PBS, New York. Television, radio producer and host: Cable TV New York; Radio Telefis Eireann, Ireland, All India Radio, Bombay.

Nicholas Pentcheff, *Adjunct Professor*

B.Sc., London School of Economics; M.A., Columbia University; Lecturer; Commentator for Radio Free Europe on Western Hemisphere Developments. Previously: Chief, Bulgarian Desk, Radio Free Europe (1957-1974); Member, Advisory Council, Freedom of Information Center, Columbia, Miss.; Foreign correspondent; Press Attache and Secretary, Bulgarian Legation, London.

Carol Rugh, *Adjunct Professor*

B.S., Wittenberg University; M.A., Graduate School of Corporate and Political Communication, Fairfield University. Presently: Manager of Television and Media Resources, Chase Manhattan Bank, New York. Previously: Assistant Editor, AAA Magazine, Connecticut.

John S. Schmotzer, S.J., *Adjunct Professor*

Baccalaureate, Gymnasium, Kosice, Czechoslovakia; M.A., Philosophical Institute, Brno, Czechoslovakia; S.T.L. Collegium Maximum St. Bellarmini, Shanghai, People's Republic of China; Ph.D., (Political Science) Georgetown University. Previously: National Director of Retreats and Popular Missions, Taiwan, Republic of China; Graduate Fellow, Center for Strategic and International Studies; Researcher.

Allan Sloane, *Adjunct Professor*

B.A., City College of N.Y.; M.A., Columbia School of Journalism, Lecturer in Professional Writing Program, is best known by the public for his Emmy Award-winning productions: *And James Was A Very Small Snail*; *Teacher, Teacher*; *To All My Friends On Shore*; his award-winning feature film, *Martin Luther*; and *Emily, Emily* (Hallmark Hall of Fame).

Barry Tarshis, *Adjunct Professor*

A.B., University of Pittsburgh. A full-time writer and author of numerous articles and non-fiction books. Author or co-author of: *The "Average American" Book*; *An Introduction to Physiological Psychology*; *The Asphalt Athlete*; *Tennis and the Mind*; *What it Costs*; *Creative New Yorker*; *The Steady Game*; contributor to such magazines as: *New York*, *Sport*, *Seventeen*, *Signature*, *Playboy*, *Town & Country*, *Travel and Leisure*.

Gerard Van Duyn, *Adjunct Professor*

Graduate of *Academie van Beeldende Kunsten en Wetenschappen* at The Hague (1950). Senior Partner, Gerard Van Duyn Associates. Designed World's Fair exhibits for Chrysler Corp., Travelers Insurance, CONOCO, and Air Canada Pavilion at EXPO '67. Recently completed work for the Columbia Corporation and designed the Guinness Hall of Records building and exhibits.

Graduate Certificate Programs

Master of Arts Degree Plus Graduate Certificate in an Applied Field

(Professional Writing Program and Video Planning, Writing, and Production Program)

The Master of Arts degree plus a Graduate Certificate requires that a total of 45 credits be earned, 12 of which are in the applied field. Normally, the Master of Arts thesis or project will be closely related to the particular certificate program.

A student need not complete the M.A. program before beginning the graduate certificate courses.

Under certain situations, students within the M.A. program, or Special Students, may be permitted to take individual courses in the Graduate Certificate Program (if qualified and space permits).

Anyone accepted into the *Professional Writing Program* who has not been associated with the M.A. program in this school must take two additional courses to earn the certificate. (See the PWP booklet for list of acceptable courses.)

The Professional Writing Program

Goals and Objectives

This program in professional writing is not a course in literature appreciation, nor may it accurately be called a program in "creative" writing. While we expect our students and graduates to bring creativity to whatever mode of writing they may be engaged in, the emphasis is upon writing as a respected professional career.

Professional writers report that they must be extremely adaptable and have a well-rounded ability to write if they are to survive as writers over a lifetime. This program has been designed with that realization in mind. The professional writing courses are integrated into a communication curriculum of interrelated courses covering much of the spectrum of human communication and its media of expression.

It is the purpose of this program to enable our graduates to function as free-lance writers and to join organizations of various kinds requiring men and women who can write clearly, accurately, and when the occasion demands, excitingly.

Approach

This program provides students opportunities to write and work with talented peers in a workshop environment under the tutelage of competent, inspirational, professional writers; to practice in a number of different modes of writing which will serve them well during a diverse unpredictable future; to learn about the publication process and to meet practicing editors, publishers, and writers from the various media.

Applicants to the Professional Writing Program must submit a portfolio of their writings for approval by writing faculty.

Credit costs are the same as for the M.A. program.

Professional Writing Curriculum

(PWP-1) Non-Fiction Writing I

Course emphasizes shorter pieces of non-fiction, i.e., shorter than book length: articles for magazines, features for newspapers; some attention paid to speech writing and various writing exercises for public relations purposes (covered in greater depth by PWP-3 and 5).

(PWP-2) Writing For The Visual Media

Narrative writing for film and television documentaries; writing for multi-media productions for educational purposes and for corporate training, promotional and other purposes; writing for drama-documentaries; corporate "image" films and multi-media productions.

(PWP-3) Writing for Organizations I

Emphasizes writing for public relations purposes, advertising, house organs, press releases and press relations; in general, all the many, usually short length, pieces a writer is typically called upon to do on a daily basis. (Longer pieces are emphasized in PWP-5.)

(PWP-4) Non-Fiction Writing II

Course emphasizes longer pieces of non-fiction, typically book length; research-based textbooks, biographies of people and organizations, non-fiction novels, curriculum-related books for schools and colleges, and special-knowledge books. Student will write a professional book outline and a sample chapter as the principal project for the course. (Also see *Independent Writing Project* description.)



Philip Murphy, Jr. (right), M.A. '72. Vice President, Murphy Inc./Outdoor Advertising.

(PWP-5) Writing for Organizations II

Speech writing for a person other than the writer; researching and preparing background papers for senior executives; briefings; press relations; annual reports; writing and managing house organs, newsletters, video news; inhouse training of communicators; corporate or political image building and other forms of external communication programs; the business of freelance writing and consulting.

(PWP-7) Writing for the News Media

A practical course in how to research, interview, organize facts and write news and feature stories, with an emphasis on the print media. Instruction will include writing for newspapers, the trade press, radio and television. Students will be given advanced instruction in how to define news and features, how to develop the technique of writing and editing professional copy. Sessions will include weekly writing assignments in all of the media as well as individual writing projects for the course.

(IWP) Independent Writing Project

After successful completion of a PWP course in writing and with the agreement of the instructor, the student may wish to continue with a piece of writing begun during the course but requiring additional months to complete. Only one such course, however, may be counted toward the requirement of four for the Certificate.

Video Planning, Writing, and Production Program (VP)

Goals and Objectives

It is the purpose of this program to provide opportunities for men and women to learn how to create video productions for professional purposes. Although the techniques learned are readily applicable to broadcast television, this program is aimed primarily at professional productions for corporate, political, and educational purposes.

Approach

Students will also learn how to approximate broadcast television quality with relatively inexpensive video equipment on location and in modest studios such as those typically available in organizations not engaged in mass communications. It is everywhere lamented that creative programming is the missing ingredient in most non-entertainment productions. Therefore, emphasis in these courses will be on conceiving, planning, and writing programs. Although inevitably interlocked with production techniques, the courses and workshops will stress content over technological expertise.

Applicants to the Video Certificate Program must show evidence of knowledge in basic video production or complete course 292.

Credit costs are the same as for the M.A. program.

Video Production Curriculum

(292 a or b) Video Production Techniques

Required before beginning any course in the VP Certificate Program.

(VP-1) Advanced Video Production

Purpose of this first course in the Graduate Certificate program is to learn more advanced production techniques and to make the standard techniques almost second nature. It is professional preparation for working within the remaining three courses of the Certificate program.

(VP-2) Writing for Private Network Video

The planning and preparation of scripts typically required by corporate and other private network systems: training tapes, public relations tapes, commercials, public service announcements, etc. Students interested also in writing dramatic scripts may take course PWP-2 although priority of entrance is for people in the Professional Writing Program.

(VP-3a) Video Workshop

Workshop participants are encouraged to attempt the untried and to be creative in content as well as in technique. Course provides further practice at standard production techniques to prepare students for the final course. This course may develop script ideas that may be produced within final course.

(VP-3b) Corporate Video

Production of one or more tapes typically required for corporate use: a training module; a new product demonstration; a sales promotion; a senior executive's public address; an employee orientation production; a program to accompany a contract proposal. Good and poor examples of corporate production are viewed and critiqued by the class who will then attempt to produce a better version(s) of those critiqued.

(VP-4) Professional Portfolio Productions

The prime purpose of this final course is to provide opportunities to create and produce one or more tapes for students' professional portfolios. The demonstration tapes will demonstrate for potential employers the level of the graduate's competence in the medium of video. Ideas for Masters' projects are often originated here.

Instructional Facilities

The school is fortunate in having a three-camera, B&W production studio (1" and ¾" VTR); and internship possibilities in the Connecticut Public Television Studio (2" color video) housed in the school.

General Regulations and Information

The School Year

Three trimesters of approximately 15 weeks each constitute the school year.

See Calendar for this year.

Class Times

Some classes are conducted during the day, but the majority are presented in the evening to enable professionally employed men and women to attend and earn an advanced degree. Such a schedule also allows the Center to make optimum use of the many professional communicators who live in the Fairfield County area, some as guests lecturers and some as part-time faculty members.

A schedule for the year is available through the GradComm office, but in general, courses are held at the following hours:

Mornings 9:00-11:00 and 11:10-1:10

Evenings 6:00-8:00 and 8:10-10:00

Saturdays mornings and afternoons

No distinction is made between day and evening courses — the course content and the instructor are the same. Some students may find it convenient to mix morning and evening courses to fit their personal schedules.

Course Loads

Students begin by taking at least six (6) credits and complete at least fifteen (15) within their first three trimesters after beginning. (*Note that students taking eighteen (18) or more credits per year are eligible for health and accident Insurance.*)

Maximum credit load per trimester is set at twelve (12). Any variations must have the dean's prior written approval.

Work Completion

All course work is due on the last day of class. Any extension must be approved in writing.

Standards of Progress

Courses are graded by professors as:

A — excellent; B — good; C — poor; F — failure (no credits)

Inc. — Incomplete, no credits.

Average of B must be attained for graduation.

Students receive grades at end of each trimester.

Interruption of studies is allowed only on a one-by-one evaluated basis, because of reasons of health, finance, or extrinsic pressures. Resumption is on a similar, individual evaluation and recommendation of the dean.

The only probation period normally allowed is for the first trimester on the recommendation of the Admissions Committee and the evaluation of the dean. Probation indicates previous unsatisfactory undergraduate work which is offset by changed personal status, motivation, recommendations, professional experience. During the probationary period a student must — in the personal evaluation of course professors — perform better than the average graduate student.

Discipline

There are no formal "disciplinary" procedures in the Graduate School. Normal, adult student behavior is presupposed and in all the years of the School's existence, this presupposition has never been faulted. Should a case ever arise, the University guarantees the student due process and the right to be heard in his or her own defense.

Admission Procedures

Master of Arts Candidates

A baccalaureate degree from an accredited college or university is the initial prerequisite. Students from some areas of undergraduate concentration may need additional courses for successful graduate study in communication.

Each applicant is evaluated on the basis of scholastic attainments, academic promise, nature of any work experience, and seriousness of purpose. Extra consideration is given applicants who have had a period of employment within the field of communications since receiving the baccalaureate degree.

An applicant whose undergraduate record is not entirely satisfactory may be admitted as a *probationary candidate*, if he otherwise qualifies on the basis of work experience, or presents other evidence of academic aptitude. Probationary candidates may apply for admission to candidacy for a degree, if on review, their class performance is judged satisfactory.

- **Applications:** should be submitted as early as possible before the entry date preferred, September, January, or April. A check or money order for twenty dollars (\$20) must accompany all applications, except in the case of nationals of countries other than the United States and Canada and who are not in the United States at the time of *applying*.
- **Nondiscriminatory Admissions:** Fairfield University admits students of any race, color, religion, national or ethnic origin, or physical handicap. Fairfield University is in compliance with Title IX of the Education Amendments of 1972, and does not discriminate on the basis of sex.

- **Official Transcript(s):** It is the responsibility of the applicant to request that the applicant's previous university(ies) forward all undergraduate and any graduate school transcripts directly to the Graduate School of Corporate and Political Communication, Fairfield University.

- **Recommendations:** The names of at least three persons who can comment on the ability of applicant to perform graduate work.

- **GRE:** It is the responsibility of the applicant to take the Graduate Record Examination (GRE) early enough to ensure that the results will be available for the admissions procedure. A waiver or postponement of examination is possible.

(The GRE is normally required as an integral part of the admission procedure. If, however, other aspects of the applicant's record of achievements and recommendations are sufficiently compelling to the Admissions Committee, the applicant may be allowed to enter class but must take the GRE within the first trimester.)

Tuition and Fees

Application Fee	\$ 20.00
Registration Fee per Trimester	\$ 10.00
Tuition per credit hour	\$ 125.00
Master's Project Fee (due at project's start)	\$ 150.00
Independent Studies (#229) Fee per credit	\$ 125.00
Graduate Certificate Courses Fee per credit	\$ 125.00
Graduation Costs	\$ 35.00
Continuing Registration when not taking courses	\$ 15.00 (due at beginning of trimester)

All tuition and fees must be paid on Registration Day each trimester. Any unusual arrangements, e.g., company reimbursement, Veterans Administration, government payments, must also be made during or prior to Registration Days.

Students must pay all tuition costs and fees on the day of registration, even if they are eligible for company reimbursement.

The only exception will be if a student has a letter from a company stating that they, the company, will pay Fairfield University *directly* for the course(s).

Letters from companies stating that they will reimburse the *student* directly upon satisfactory completion of the course *cannot* be accepted as a reason for deferring the payment of tuition and fees. These students must pay all tuition and fees at registration.

The University, with approval of the appropriate authorities, reserves the right to change tuition and other fees whenever it deems necessary.

No degree shall be conferred and no transcripts shall be issued for any student until all financial obligations to the University shall have been met.

Students taking 18 or more credits per year may purchase health and accident insurance from the University Student Services Office for approximately \$50.00. They may have the use of the infirmary. Various meal plans are also available to them through the Campus Center. Only on rare occasions is there a vacancy in the dormitories for graduate students, but the University Housing Office will be of assistance.

Students must pay a Continuing Registration Fee of \$15.00 for each trimester when courses are not being taken.

Course Withdrawal Refund

A student who withdraws from a course on a voluntary basis may request a refund in accordance with the following schedule. The Graduate School must be informed in writing of such withdrawal, if a request for refund is to be approved.

	Amount Refundable
Before the first class session	100%
Before the second class session	90%
Before the third class session	80%
Before the fourth class session	70%
Before the fifth class session	60%
Before the sixth class session	40%
Before the seventh class session	20%
After the seventh session	0%

Parking

All vehicles *must* display a valid parking permit and park properly in the designated area. Parking permits may be obtained at Security, Room 3, Loyola Hall. Unauthorized vehicles in handicapped, fire lane or service vehicle spaces *will* be towed at the owner's expense. Handicapped persons' vehicles must properly *display* an official State or Fairfield University Handicapped permit. University permits may be obtained through Security. A pamphlet detailing traffic and parking regulations is available at the Security office.

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Communications Manager
Richardson-Vicks
- Marti Brink
Communications Coordinator
Burndy
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Management Communications Manager
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- E. James Clark
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Al Warren, M.A. '75. Senior Announcer, WICC.

CALENDAR 1981-82

Three trimesters of fifteen weeks each comprise the school year.

TRIMESTER I

September 2,3
September 8
September 12
November 26-29
December 11

Registration
First classes
First Saturday classes
THANKSGIVING RECESS
International Dinner

(Food contributed by students, faculty, graduates and friends of the School)

December 12,14
and 15
December 16 or
January 4
December 20-
January 3

Registration for Trimester II Continuing Students

Registration for Trimester II New Students

CHRISTMAS RECESS

TRIMESTER II

December 12, 14
and 15
January 4
January 9
February 12
February 15
and 22
April 6,7,
and 8
April 17

Registration
First Monday classes
First Saturday classes
Classes as Usual (Lincoln's Birthday)

Classes As Usual (Washington's Birthday)

Registration for Trimester III
Final Trimester II classes

TRIMESTER III

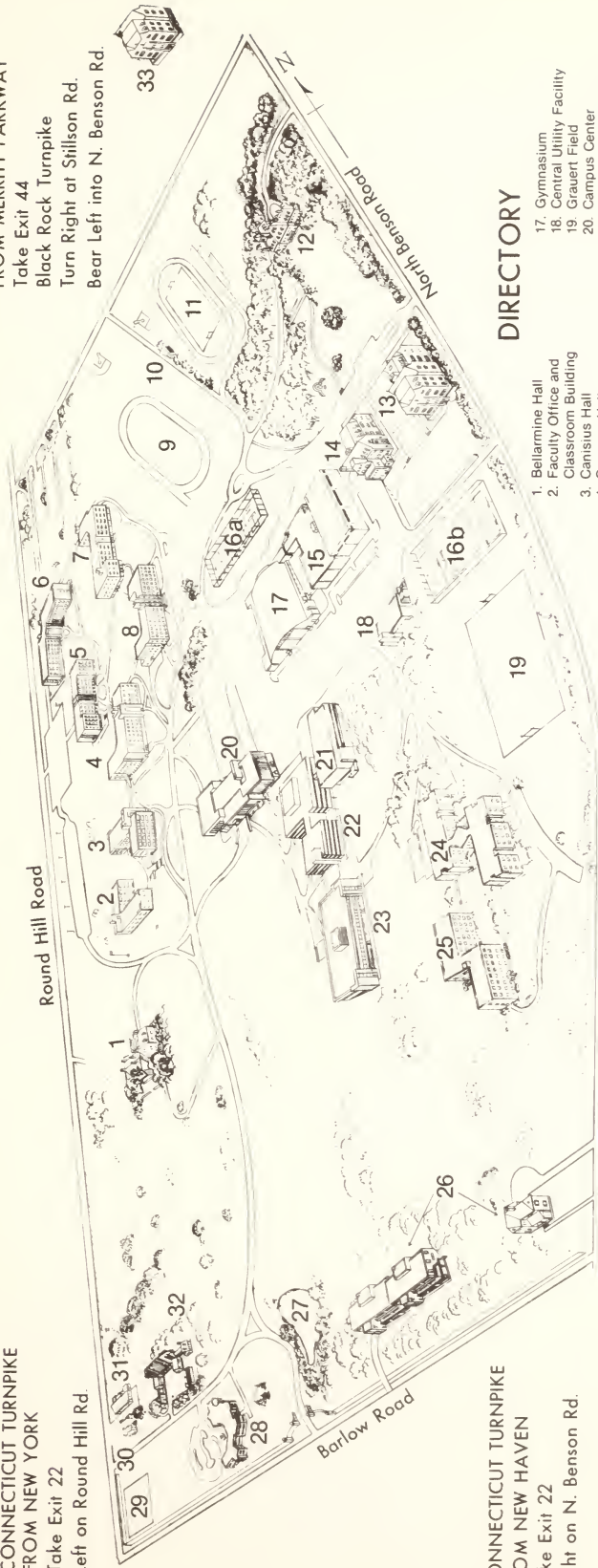
April 6,7
and 8
May 1
May 3
May 23
July 4
August 7

Registration
First Saturday classes
First Monday classes
Commencement
No Classes (Independence Day)
Final Trimester III classes

FAIRFIELD UNIVERSITY CAMPUS

CONNECTICUT TURNPIKE
FROM NEW YORK
Take Exit 22
Left on Round Hill Rd.

FROM MERRITT PARKWAY
Take Exit 44
Black Rock Turnpike
Turn Right at Stillson Rd.
Bear Left into N. Benson Rd.



CONNECTICUT TURNPIKE
FROM NEW HAVEN
Take Exit 22
Right on N. Benson Rd.

DIRECTORY

1. Bellarmine Hall
2. Faculty Office and Classroom Building
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Northwest Hall
7. Campion Hall
8. Loyola Hall
9. Varsity Field
10. Concert Shell
11. Alumni Field
12. McAuliffe Hall
13. Xavier Hall
14. Berchmans Hall
15. Student Recreational Complex
- 16a. Tennis Courts
- 16b. Tennis Courts

17. Gymnasium
18. Central Utility Facility
19. Grauert Field
20. Campus Center
21. School of Nursing
22. Bannow Science Center
23. Nysellus Library
24. Southeast Hall
25. Fareast Hall
26. Jesuit Residences
27. Bellarmine Pond
28. Center for Financial Studies
29. Barlow Field
30. Southwell Hall
31. Playhouse
32. Maintenance Complex
33. Julie Hall

Graduate School of Corporate & Political Communication – Building #2

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